

## Unit Planning Guide: Grade 5 Unit 5 of \_\_\_\_

Unit Title: Exploration, Real and Imagined	Pacing (Duration of Unit): 8 weeks
Grade:5	Buffer Day(s):

### Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.  
Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes  
Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.  
Communicate ideas effectively in writing to suit a particular audience and purpose  
Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes  
Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts  
Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

**Acquisition (\*Mostly assessed through traditional summative assessments)**

**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know ...*

Metaphor contributes to the tone and symbolism of a text

Nonsense literature explores how characters change

Paradox is a literary device similar to idioms that play with language "bittersweet"

Parody imitates a work of literature for comic effect ex. The Frog Prince

Style

Symbol

**Skills:** The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

*Students will be skilled at:*

- Comparing and contrasting fiction and non-fiction books about a specific topic by quoting accurately from the text.
- Finding similarities and differences in stories from various cultures.
- Creating multimedia presentation based on information drawn from various sources.
- Summarizing and evaluating the content and structure of a classmate's presentation, evaluating how well they support their claims.
- Defining related words and identifying their parts of speech (e.g. nation, national, nationality, nationwide, culture, cultural, cultivate, etc. )

Standards (Priority Standards in bold):	WiDA Standards (ELL)
<p><b>RL.5.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</b></p> <p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of the text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, or poem).</p> <p><b>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point or points.</b></p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RF.5.4 Read with sufficient accuracy and fluency to support comprehension</b></p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b></p> <p><b>W.5.5 With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p> <p><b>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</b></p> <p><b>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word relationships.</b></p>	<p>To be completed in collaboration with the ELL Department</p>

<p><b>Big Ideas:</b> (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <p>Students will have the opportunity to read, view, discuss similarities and differences between written and visual representations of a genre.</p>	<p><b>Essential Questions:</b> (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <p>What do people learn from exploring their world?</p>
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<p><b>Meaning (*Mostly assessed through Performance Tasks/Assessments)</b></p>
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